

# Summary of Striving Readers Projects: Targeted Interventions for Struggling Readers

**Table 4: Fidelity of Implementation: Teacher and School Participation in Professional Development**

Evaluator Rating of Fidelity of Implementation of Professional Development Activities Year 1 (2006-07)	Evaluator Rating of Fidelity of Implementation of Professional Development Activities Year 2 (2007-08)	Basis for Determining Level of Implementation
<b>Chicago Public Schools, IL</b>		
<i>Chicago Striving Readers English Language Arts Curriculum and Achieving Maximum Potential (AMP) After-School Program</i>		
Not calculated	3% of schools at high implementation 58% of schools at medium implementation	High = high attendance at 5 of 5 types of professional development offered Medium = high attendance at some types/moderate attendance at all types of professional development
<b>Danville School District, KY</b>		
<i>Learning Strategies Curriculum</i>		
<i>Middle schools</i> = 100% of teachers at high participation <i>High schools</i> = 100% of teachers at high participation <i>Schools with grades 6–12</i> = 100% of teachers at high participation <i>All schools</i> = 100% of teachers at high participation	<i>Middle schools</i> = 100% of teachers at high participation <i>High schools</i> = 100% of teachers at high participation <i>Schools with grades 6–12</i> = 100% of teachers at high participation <i>All schools</i> = 100% of teachers at high participation	High participation (yr 1) = attended $\geq 6$ out of 7 days of training offered High participation (yr 2) = attended $\geq 6$ out of 7.5 days of training offered

Evaluator Rating of Fidelity of Implementation of Professional Development Activities Year 1 (2006-07)	Evaluator Rating of Fidelity of Implementation of Professional Development Activities Year 2 (2007-08)	Basis for Determining Level of Implementation
<b>Memphis City Schools, TN</b>		
<i>Read 180 Enterprise Edition</i>		
16% of teachers at high participation 53% of teachers at adequate participation	21% of teachers at high participation 53% of teachers at adequate participation	<p>Year 1 ratings based on points for attendance at 2 types of PD sessions (total of 12 possible points) and for years of experience teaching READ 180 (total of 6 possible points)</p> <p>High = <math>\geq 56\%</math> total possible points (<math>\geq 10</math> of 18 possible points)</p> <p>Adequate = <math>\geq 39\%</math> total possible points (7-9 of 18 possible points)</p> <p>Year 2 ratings based on attendance at 3 types of PD sessions (total of 11 possible points) and for years of experience teaching READ 180 (total of 3 possible points)</p> <p>High = <math>\geq 83\%</math> total possible points (<math>\geq 10</math> of 14 possible points)</p> <p>Adequate = <math>\geq 58\%</math> total possible points (<math>\geq 7</math> of 14 possible points)</p>
<b>Newark Public Schools, NJ</b>		
<i>Read 180 Enterprise Edition</i>		
56.5% of teachers at full participation 21.7% of teachers at adequate participation	8% of teachers at full participation 24.0% of teachers at adequate participation	<p>Full = attended all 4 group training days offered</p> <p>Adequate = attended 3 of 4 group training days offered</p>
<b>Ohio Department of Youth Services (students in juvenile correction facilities)</b>		
<i>Read 180 Enterprise Edition</i>		
100% of teachers at high participation	100% of teachers at high participation	High = attended all three types of professional development offered

Evaluator Rating of Fidelity of Implementation of Professional Development Activities Year 1 (2006-07)	Evaluator Rating of Fidelity of Implementation of Professional Development Activities Year 2 (2007-08)	Basis for Determining Level of Implementation
<b>Portland School District, OR</b>		
<i>Xtreme Reading Strategic Instruction Model</i>		
<i>Middle schools</i> 60% of schools at high implementation <i>High schools</i> 25% of schools at high implementation <i>All schools</i> 45% of schools at high implementation	<i>Middle schools</i> 100% of schools at high implementation <i>High schools</i> 75% of schools at high implementation <i>All schools</i> 89% of schools at high implementation	High = attended $\geq$ 75% of 2 types of professional development offered
<b>San Diego Unified School District, CA</b>		
<i>Strategies for Literacy Independence across the Curriculum</i>		
<i>Implementation of teacher professional development</i> 60% of schools at high participation 40% of schools at medium participation  <i>Implementation of coach-to-teacher support</i> 60% of schools at high participation 40% of schools at medium participation	<i>Implementation of teacher professional development</i> 0% of schools at high participation 13% of schools at medium participation  <i>Implementation of coach-to-teacher support</i> 13% of schools at high participation 88% of schools at medium participation  <i>Implementation of teacher professional development</i> <u><i>Middle schools</i></u> 0% of schools at high participation 0% of schools at medium participation  <u><i>High schools</i></u> 0% of schools at high participation 25% of schools at medium participation  <i>Implementation of coach-to-teacher support</i> <u><i>Middle schools</i></u> 0% of schools at high participation 100% of schools at medium participation  <u><i>High schools</i></u> 25% of schools at high participation 75% of schools at medium participation	<i>Implementation of teacher professional development</i> High = attended > 160 of 200 hours of professional development offered Medium = attended 120–160 of 200 hours of professional development offered  <i>Implementation of coach-to-teacher support</i> High = received > 288 of 360 hours of coaching planned Medium = received 216–288 of 200 hours of coaching planned

Evaluator Rating of Fidelity of Implementation of Professional Development Activities Year 1 (2006-07)	Evaluator Rating of Fidelity of Implementation of Professional Development Activities Year 2 (2007-08)	Basis for Determining Level of Implementation
<b>Springfield and Chicopee Public Schools, MA</b>		
<i>Read 180 Enterprise Edition</i>		
33% of teachers at adequate participation 33% of teachers at moderate participation	40% of teachers at adequate participation 60% of teachers at moderate participation	Adequate = participated in $\geq 75\%$ of professional development activities offered Moderate = participated in between 50% - 74% of professional development activities offered
<i>Xtreme Reading Strategic Instruction Model</i>		
40% of schools at adequate participation 40% of schools at moderate participation	80% of schools at adequate participation 80% of schools at adequate participation	Adequate = participated in $\geq 75\%$ of professional development activities offered Moderate = participated in between 50% - 74% of professional development activities offered
Source: Striving Readers Year 2 Evaluation Reports (available at: <a href="http://www.ed.gov/programs/strivingreaders/performance.html">http://www.ed.gov/programs/strivingreaders/performance.html</a> )		